

EDGEWOOD MIDDLE

120 Edgewood Circle
Ninety Six, SC 29666

GRADES 6-8 Middle School

ENROLLMENT 404 Students

PRINCIPAL Sam E Rollins 864-543-3511

SUPERINTENDENT Dr. Dan W. Powell 864-543-3100

BOARD CHAIR Norris H. Cobb 864-543-2647

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

21

17

1

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

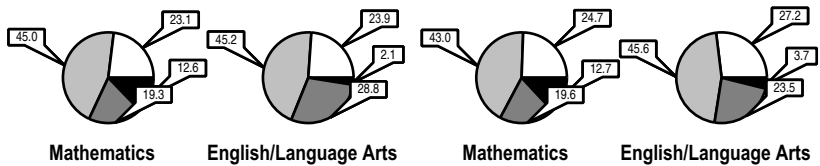
FOR MORE INFORMATION, VISIT WEBSITES AT:




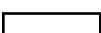
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	141	83
Percent satisfied with learning environment	93.3%	70.5%	76.5%
Percent satisfied with social and physical environment	90.0%	77.7%	59.3%
Percent satisfied with home-school relations	75.9%	90.1%	76.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	404	100.0	23.9	45.2	28.8	2.1	30.8	17.6
Gender								
Male	202	100.0	32.1	40.4	24.9	2.6	27.5	17.6
Female	202	100.0	15.8	50.0	32.7	1.5	34.2	17.6
Racial/Ethnic Group								
White	301	100.0	19.9	43.6	34.5	2.1	36.6	17.6
African-American	100	100.0	35.4	49.5	13.1	2.0	15.2	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	356	100.0	19.0	46.1	32.7	2.3	35.0	17.6
Disabled	48	100.0	60.9	39.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	404	100.0	23.9	45.2	28.8	2.1	30.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	404	100.0	23.5	45.5	28.9	2.1	31.0	17.6
Socio-Economic Status								
Subsidized meals	152	100.0	36.4	49.0	14.7	N/A	14.7	17.6
Full-pay meals	252	100.0	16.7	43.1	37.0	3.3	40.2	17.6

Mathematics								
All students	404	100.0	23.1	45.0	19.3	12.6	31.9	15.5
Gender								
Male	202	100.0	21.2	44.0	19.7	15.0	34.7	15.5
Female	202	100.0	25.0	45.9	18.9	10.2	29.1	15.5
Racial/Ethnic Group								
White	301	100.0	17.4	43.6	23.0	16.0	39.0	15.5
African-American	100	100.0	40.4	47.5	9.1	3.0	12.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	356	100.0	19.5	46.4	20.4	13.7	34.1	15.5
Disabled	48	100.0	50.0	34.8	10.9	4.3	15.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	404	100.0	23.1	45.0	19.3	12.6	31.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	404	100.0	23.0	45.0	19.4	12.7	32.0	15.5
Socio-Economic Status								
Subsidized meals	152	100.0	41.3	44.1	11.9	2.8	14.7	15.5
Full-pay meals	252	100.0	12.6	45.5	23.6	18.3	41.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	108	N/A	14.8	37.0	39.8	8.3	48.1
	Grade 7	148	N/A	18.9	47.3	29.7	4.1	33.8
	Grade 8	122	N/A	16.7	49.2	28.3	5.8	34.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	136	100.0	31.1	36.4	31.1	1.5	32.6
	Grade 7	115	100.0	13.8	54.1	30.3	1.8	32.1
	Grade 8	153	100.0	25.0	46.6	25.7	2.7	28.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	108	N/A	26.9	43.5	22.2	7.4	29.6
	Grade 7	148	N/A	27.0	51.4	16.9	4.7	21.6
	Grade 8	122	N/A	31.7	52.5	15.0	0.8	15.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	136	100.0	12.9	46.2	24.2	16.7	40.9
	Grade 7	115	100.0	16.5	40.4	22.9	20.2	43.1
	Grade 8	153	100.0	37.2	47.3	12.2	3.4	15.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 404)				
Students enrolled in high school credit courses (grades 7 & 8)	8.6%	Down from 9.5%	21.1%	14.4%
Retention rate	0.7%	Down from 0.8%	1.9%	2.3%
Attendance rate	94.4%	Up from 94.1%	95.5%	95.2%
Eligible for gifted and talented	17.2%	Up from 14.8%	19.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 11.7%	14.1%	14.1%
Older than usual for grade	0.2%	Down from 0.5%	3.8%	4.9%
Suspended or expelled	0.2%	Up from 0.0%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	34.5%	Down from 44.8%	47.1%	47.1%
Continuing contract teachers	86.2%	Down from 89.7%	88.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.4%	Down from 89.9%	86.4%	84.3%
Teacher attendance rate	93.9%	Down from 94.6%	95.6%	95.0%
Average teacher salary	\$37,857	Up 1.7%	\$40,734	\$39,924
Prof. development days/teacher	8.4 days	Up from 5.9 days	10.3 days	10.7 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio	18.7 to 1	Up from 8.4 to 1	22.7 to 1	21.0 to 1
Prime instructional time	86.7%	Down from 87.7%	90.0%	88.9%
Dollars spent per pupil*	\$6,649	Up 7.2%	\$5,765	\$5,854
Percent spent on teacher salaries*	58.4%	Up from 52.2%	62.2%	62.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	97.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edgewood Middle School is the sole middle school in Greenwood District 52. Our philosophy is to provide experiences to facilitate the development of the whole child from childhood to adolescence. Also, it is our belief that it takes a cooperative effort from everyone a child encounters to prepare our students for the challenges they face in today's society. Parents and community members play a vital role in preparing our students for adulthood.

Our history of academic excellence is evidenced through our school's test scores. Efforts are being made this year to raise our school's improvement score. Plans include changing the school's schedule, reducing the teacher-pupil ratio, and restructuring our classes to best suit the needs of our students. Vertical teaming approaches will be used with our faculty to provide continuity for our state standards across grade levels. Reading and math enrichment will be provided for our students with academic needs through the related arts program. To enable our students to meet the technological demands of today's society, keyboarding will be added as a required subject for our eighth grade students. Academic excellence is our goal. Students are recognized for achieving all A's, A/B's, and highest averages in each subject for each quarter. Duke TIP students and Junior Scholars receive recognition for their achievements. An Academic Banquet is given at the end of the year to recognize these outstanding students.

Edgewood has many programs in place to enhance our students' social/emotional development. Our guidance department coordinates annual Career Day and Job Shadowing activities. Our students are able to explore the workplace through participation in these activities. A structured Character Education curriculum will be implemented this year for students in grades six through eight. Seventh and eighth grade students are provided opportunities to participate in cheerleading, soccer, basketball, and JV sports. Sixth, seventh and eighth grade students are provided many opportunities through band, music, chorus, art, and after school activities to showcase their talents for community groups.

Teachers and administrators at Edgewood are constantly seeking ways to improve the school in an effort to better serve our student population and community. It is our belief that we must be innovative in order to meet the ever-changing needs of our students. We strive to build relationships with every facet of the community to promote the development of productive students for tomorrow's workforce.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.